

CHAPTER 1

INTRODUCTION

1.1 Background and Problem

Language has an important role and it is used to communicate with other people in the society's daily life, whether spoken or written, to convey message, information or to show their social relationship to each other.

English is one of International languages. It is used by millions of people around the world to communicate with other people in different countries. In Indonesia, English is a foreign language which is taught by the teachers from elementary school until University. English is very important for people when they are going to other countries.

Learning English means to learn the sentence. Quirk says that there are five elements of a sentence; they are subject, verb, object, complement, and adverb. Here abbreviated as S, V, O, C, A (Quirk, 1973:12). Let see the example bellow:

1. They make him the chairman every year (Quirk, 1973:12).
2. John carefully searched the room (Quirk, 1973:12).

In example (1) above (*they*) as the subject followed by the verb (*make*) and (*him*) is the (*object*) of the complement (the *chairman*) and then (*every year*) is the adverbial.

In example (2) above (*John*) is the subject followed by the adverbial *carefully* and the verb is (*searched*). In this sentence the object is (*the room*).

To complete the sentence above in order to be a good sentence, here are eight parts of speech are needed to form the sentence. They are noun, pronoun, adjectives, verbs, adverb, preposition, conjunction, and interjection. Eight parts of speech have various functions and have influenced the meaning of sentence. Using them is not easy especially in using verb.

A verb is a word that expresses action or condition and is essential to the meaning of a sentence (Murthy, 2003:81). Without verb, sentence can not give someone complete information and it is one of the important elements because all types of the sentence usually use verb and verb is the key to denote the action (when action verb) which done by the subject or state (when state verb) of the subject.

There are different types of verb corresponding closely to the different types of object and complement; they are intensive and extensive verbs. Intensive verb is a verb which has a subjects complement but extensive verb is a verb which has not subject complement (Quirk, 1973:14). Extensive verbs are divided into intransitive and transitive verbs which intransitive verb is a verb which does not need an object while Transitive is a verb which needs an object (Cobuild, 1990:23) stresses that transitive verb is a verb use to talk about an action or event that involves more than one person and thing and so it is followed by an object. Transitive verbs are divided into monotransitive and ditransitive verbs which mono transitive verb is a verb which needs an object, the object is direct object

while ditransitive verb is a verb which needs two objects; they are indirect object and direct object (Cobuild, 1990:19).

But distinctions between verb not to be drawn not only in relation to object-and complement-types but also in relation to whether they themselves admit the aspectual contrast of progressive and non progressive. When verb (either habitually or certain uses) will not admit the progressive, they are called stative verb. When they will admit it, they are called dynamic verb (Quirk, 1973:14-15). Let see the examples bellow:

1. She likes to entertain the students (Quirk, 1972:203).
2. I put my hand on the door (Cobuild, 1990:142).

The verb (*like*) and (*put*) in example (1) and (2) above are the verbs relate to whether they themselves admit the aspectual contrast of progressive and non-progressive.

In example (1) the verb (*like*) is the verb (either habitually or certain uses) will not admit the progressive. So, the verb (likes) in example (1) above is called stative verb.

The verb (*put*) in example (2) above is the verb will admit the progressive. So, the verb (*put*) in example (2) above is called dynamic verb.

Based on the background above, in this paper, I would like to discuss some problems about verb categories by taking the data from novel *Charlie and the Chocolate Factory* the data source.

1.2 Scope of Discussion

There are many kinds of verb in English and they can be classified based on their function: lexical verb, auxiliary verbs and the other semi auxiliary verb. Base on the types of object and complement, they are intensive and extensive verbs, therefore to limit the discussion I choose the verbs based on whether they themselves admit the aspectual contrast of progressive and non-progressive, which we refers to as verb categories as the topic of discussion that can be formulated as follows:

1. What verb categories are found in novel Charlie and the Chocolate Factory?
2. What functions of verb reflecting it categories?

1.3 Aims

It can not be denied that nothing can be done without aim. Aims are very essential in our daily action. They can affect upon the result of the things which we are going to do. Besides, they are also a means which can encourage us to do something, for instance to write a paper. In other word, the writing of this paper is also basically based upon aim. The aims which the writer has in writing this paper consist of three aims, among those: general aim, specific aim, and academic aim.

Generally, this research is to train the writer's knowledge and ability in writing scientific paper. In writing this paper, I apply the theories that I have studied during my study at English Department, Faculty of Letters, Warmadewa University.

Specific aim of writing this paper is to give a more understanding about the verb and the kinds of verb examined in it. Another specific aim of writing this paper is to improve the understanding of the readers of this paper about the verb especially, for verb categories.

Further, the academic aim of writing this paper is to fulfill the last academic requirement to get the S-1 degree from English Department. Faculty of Letters, Warmadewa University.

1.4 Theoretical Basis

In this research, of course I will apply the ideas that exist in some literary books to get the validity of the discussion. The basic idea applied in this discussion is written by Quirk, *et.al*, 1973 in their book entitled *A University Grammar of English*. In this book, it is explained about stative and dynamic verbs and the types of them which dynamic verb is the verb occur in the progressive but with a change of meaning compared with simple aspect while stative verb is the verb disallow the progressive (Quirk, 46-47).

Intensive verb is the verb which has subject complement and the complement refers to the subject. Extensive verbs are used to say what the subject is doing. They do not have a subject complement. Quirk states that extensive verb has not subject complement. It takes information away from the subject. And apply the verb, not to the subject (Quirk, 1973:14).

Beside the book above the writer also uses other books which are related to the topic.

1.5 Methods of Research

Method of research describes how method is used in doing a research. The method is needed in order to make a research to be successful. There are some methods that we must complete because without method of research the research cannot be able to be finished. The methods of this research are divided into three steps. They are data source, data collection, and data analysis.

The data source of this research is the novel *Charlie and the Chocolate Factory* which has a good value especially for us to get the data for the research. This writing uses two kinds of data; those are primary data and supporting data. The supporting data used in this paper are taken from books with have relationship with the topic of discussion and the primary data are taken from the *Charlie and the Chocolate Factory*.

In collecting for this scientific paper, I applied the method of library research. Firstly I read throughout the references repeatedly. Secondly, I quote the data especially the data which are related to the problems that I will analyze. Thirdly, all of the data which have been collected will be classified base on scope of discussion.

The collected data are classified based on the scope of discussion and analyzed one by one. The analysis is done descriptively. It means that the data is analyzed by giving some comments on it supported by sentences and examples quoted from the *Charlie and the Chocolate Factory* to make the readers easy to understand the content of this research.

CHAPTER II

RELATED STUDY

Parts of speech are used to build a sentence, whether spoken or written. There are several parts of speech. They are noun, adjective, adverb and verb. Each of them will be explained below:

According to Quirk, a noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, and adjective or an adverb (Quirk, 1973:59).

Adjectives are attributive when they modify a noun; it can be the complement to the subject and can be object complement. It functions as object complement often expresses the result of the process denoted by the verb. And the adjective refers to the subject without explicit reference to the action and unless otherwise state (Quirk, 1973: 115).

Adverb functions as adverbials, a constituent distinct from subject, verb, object and complement, and an adverb indicates manner, time, and place (Quirk, 1973:126).

A verb is the most important part of the sentence. A verb asserts something about the subject of the sentence and express actions, events, or states of being (Quirk, 1973:193).

According to Murthy a verb is a word that expresses action or condition and is essential to the meaning of a sentence (Murthy, 2003:81). Without verb, sentence can not give someone complete information and it is one of the important

elements because all types of the sentence usually use verb and verb is the key to denote the action (when action verb) which is done by the subject or state (when state verb) of the subject.

Some of the points, which are going to discuss in this chapter and have close connection with the topic of the discussion, are the analysis of verb. Based on their function, verb can be divided into lexical and auxiliary verbs, and based on the complement needed by the verb; it can be divided into intensive and extensive verb. To have a clear explanation, it can be seen below:

2.1 Verbs Based on Their Function

The verb based on their functions can be divided into: lexical and auxiliary verbs:

2.1.1 Lexical Verb

Lexical verb is one the classification of verbs based on their functions used in a sentence. It is defined as the main verb in the sentence (Quirk, 1973:104). Let see the following examples:

1. He closed the door (Collin, 1990:38).
2. I put the plate on the table (Quirk, 1973:167).

All of the underlined words in the sentence above are verbs which function as main verbs in the sentence. As we can see in example (1) and (2) the word

closed and *put* are defined as the main verbs. So, these verbs are categorized as lexical verbs.

2.1.2 Auxiliary Verb

The auxiliary verb is used as a helping verb to form its own meaning. The auxiliary verb is used depends on the speakers when they want to express something. Thomson and Martinet's state that auxiliary helps to form a tense or expression. They are combined with present and past tense or with infinitive to form the tense of ordinary verb.

Auxiliary is also used to form a verb phrase; it can be put before the verb in the infinitive form to fill as predicate. But the auxiliary verb cannot stand alone (Thomson and Martinet, 1986:106). Quirk states the auxiliary verb is a helping verb; they have no independent existence as a verb phrase but only help to make up a verb phrase (Quirk, 1972:65). To support this statement, let the examples below:

1. He was working (Thomson and Martinet, 1986:106).
2. He is teaching French and learning Greek (Thomson and Martinet, 1986:226).

The verbs (*was*) and (*is*) in example (1) and (2) are auxiliary verbs. They are used as helping verbs to form tense or expression. These verbs have no independent existence as a verb phrase but only to make up the verb phrase.

In example (1) the verb (*was*) is used to form past tense and in example (2) the verb (*is*) is used to form present continuous.

2.2 Verb Based on Component Needed by the Verb

I have already discussed the verb based on their function and types, and now I would like to discuss about the verb based on the complement needed by the verb, they are intensive and extensive verb. To have a clear explanation as possible as, let see the discussion below:

2.2.1 Intensive Verb

Intensive verb is used to describe the subject. Intensive verb is the verb which has subject complement and the complement refers to the subject (Quirk, 1973:14). To support this statement, let see some examples:

1. The girl is now a student at large university (Quirk, 1973:13).
2. His brother grew happier gradually (Quirk, 1973:13).

In example (1) the main verb (*is*) is the intensive verb that is used to describe a subject (*the girl*). Here the verb (*is*) is followed by complement (*a student*). The complement refers to the subject (*the girl*). The rest element of this sentence *now* is adverbial of time and (*at large University*) is adverbial of place.

In example (2) the verb (*grew*) is also intensive verb that is used to describe a subject (*his brother*) which is followed by the subject complement (*happier*) and (*gradually*) in this sentence is adverbial of manner.

2.2.2 Extensive Verb

In the previous chapter, it has been explained intensive verb, now I would like to explain about extensive verb. Extensive verbs are used to say what the subject is doing. They do not have a subject complement. Quirk states that extensive verb has not subject complement. It takes information away from the subject. And apply the verb, not to the subject (Quirk, 1973:14). In order to have a clear description, let see the examples below:

1. They elected him chairman (Quirk, 1973:16).
2. She placed the baby on the woman's lap (Collin, 1990:144).

In the example (1), the verb (*elected*) is use to say what subject (*they*) is doing and has not subject complement. The verb is followed by object (*O*) and object complement (*OC*), and the object complement is *chairman*. Since the sentence has object and object complement and has not subject complement, the verb of this sentence is called extensive verb.

In example (2) the verb (*placed*) is used to say what subject (*she*) is doing and has not subject complement. The verb is followed by object (*O*) and adverbial. The object is *the baby* and the adverbial is (*on the woman's lap*). Since the sentence has object and has not subject complement, the verb of this sentence is called extensive verb.

Extensive verb are divided into two parts namely intransitive and transitive verbs (Quirk, 1973:14). We can see the detail discussion of intransitive and transitive verbs in the following discussion.

A. Intransitive Verb

Intransitive verb is a verb which does not need object. According to Cobuild, intransitive verb is a verb which is used to talk about an action or event that only involves the subject and so does not have an object (Cobuild, 1990:20).

Below are some examples that can be seen:

1. My condition deteriorated (Cobuild, 1990:138).
2. Bob coughed (Cobuild, 1990:139).

In example (1) the verb (*deteriorated*) is categorized as intransitive verb. The verb (*deteriorated*) does not need object. In example (1) above the verb (*deteriorated*) involves the subject (*my condition*) and talk about event (*deterioration*).

In example (2) the verb (*coughed*) is categorized as intransitive verb. This verb does not need object. In example (2) the verb (*coughed*) involves the subject (*Bob*) and talk about event (*coughing*).

Swan also states that intransitive verbs are some verbs with are not normally followed by direct object. Swan (1973:606).

B. Transitive Verb

Transitive verb is a verb which needs object. Cobuild stresses that transitive verb is used to talk about an action or event that involves more than one person and thing and so it is followed by an object (Cobuild, 1990:23). Let see some examples below:

1. She's wasting her money (Cobuild, 1999:23).
2. I ate dinner (Quirk, 1972:95).

In example (1), the verb (*wasting*) needs object (*O*) that is used to talk about the action of event of (*wasting*). In example (1) above the verb (*wasting*) involves one person (*she*) and thing (*her money*). Since a sentence has the object, the verb is transitive verb.

The verb (*ate*) in example (2) above is also needs an object (*O*) that is used to talk about the action of (*ate*). In example (2) the verb (*ate*) involves the one person (*I*) and thing (*dinner*). Since a sentence has the object, the verb is transitive verb.

2.3 Verb Based on Whether They Are Admitting the Aspectual Contrast of Progressive and Non-Progressive

As we know that there are many kind of verb, and they can be classified based on different criteria. The verb can be classified based on their function: lexical and auxiliary verbs. Based on the complement needed by the verb, it can be divided into intensive and extensive verbs. And another criterion is verb based

on whether they are admitting the aspectual of the progressive which refer to stative and dynamic verbs. In order to have a clear explanation, let see the discussion as follows:

2.3.1 Stative Verb

Stative verb usually refer to a state or condition which is not an action or not changing and it cannot be used in the continuous or the progressive (ing) forms of the verb.

According to Quirk, Stative verb are the verbs which disallow the progressive but it can be used dynamically, in the progressive, when the complement is dynamics compared with the aspect (Quirk, 1973:46).

Stative verbs can be classified based on their characteristic and based their situation types. The verb based on characteristics and the situation types will be explained as follows:

A. Stative Verb Based on Their Characteristic

From their characteristics stative verb can be divided into quality and state. The description of this quality and state can be seen as follows:

a. Quality

A quality is relatively permanent and inalienable properties of the subject referent with the primary verbs *be* and *have* while state are introducing less permanent situation types. It usually defines as an attribute of property that

defined peculiar and essential character of something (Quirk, 1985:200). Let see the examples below:

1. Mary *is* Canadian (Quirk, 1985:200).
2. Mary *has* blue eyes (Quirk, 1985:200).

In example (1) above, the primary verb (*is*) is the verb showing the quality which is relatively permanent properties of *Mary*. In example (1) above the verb primary verb (*is*) defines an attribute of property of *Mary* having peculiar and essential character of *Canadian*. So, the primary verb (*is*) above is categorized as a quality verb.

In example (2) the primary verb (*has*) is also the verb showing the quality which is relatively permanent properties. In example (2) above the primary verb was defines an attribute of property of *Mary* having peculiar and essential character of *blue eyes*. So, in example (2) above, the primary verb (*has*) is categorized as a quality verb.

b. State

A state usually defines as an attribute of property that defined peculiar and essential character of something with the primary verb *be* and *have* or it is called state of being and having. It is introducing less permanent situation type (Quirk, 1985:200). One may define a state verb as a verb which indicates a non-dynamic verb, that is a verb with does not signify any action. Let see the examples bellow:

1. Mary *is* tired (Quirk, 1985:200).
2. Mary has a bad cold (Quirk, 1985:200).

In example (1) above, the primary verb (*is*) shows an attribute of property of *Mary* having peculiar and essential character of (*tired*) and it is less permanent situation. The primary verb (*is*) above indicates a non-dynamic which it does not signify any action. So, the primary verb (*is*) above is a state verb.

In example (2) above, the primary verb (*has*) is also an attribute of property of (*Mary*) having peculiar and essential character of *a bad cold* and it is less permanent situation. The primary verb (*is*) above indicates a non-dynamic which it does not signify any action. So, in example (2) above, the primary verb (*is*) is a state verb.

States gives information with no internal phrase or change is called stative verb while dynamic verb, they imply the action (Saeed, 1997:107). Compare the examples below:

1. Robert *love* pizza (Saeed, 1992:107)
2. Robert *grew* very quickly (Saeed, 1992:107)

The verb (*loves*) in example (1) above is a verb giving information with no internal structure or change. So, in the sentence above the verb (*loves*) is a state verb or called stative verb.

In example (2) the verb (*grew*) is the verb implies the action. So it is called dynamic verb.

As steady state, the verbs with no internal phrase or change, even the speakers use it in the past (Saeed, 1997:108). Let see the examples below:

1. Ellen *needs* a dictionary (Routledge, 1986:201).
2. Merry *loved* to drive a sports car (Saeed, 1992:109).

The verb (*needed*) and (*loved*) in example (1) and (2) above is the past verb. The verb (*needed* and *loves*) above are the verbs with no internal structure or change. So, the verbs (*needed*) and (*loves*) are called state verbs.

B. Stative Verb Base on Situation Type

As has been mentioned that stative verbs are the verbs (either habitually or certain uses) will not admit the progressive. The verbs are like: (likes, think, know). But when they are compared with the aspect is to be comment on or particular of the action and it can be seen as dynamic sense based on the situation type because situation type helps to distinguish the meaning and also cover the context, in the progressive. When the verb marked with the progressive is an important thing that marks the aspect in the English language.

In Quirk's perception stative verbs based on the situation can be classified into two groups: in the first groups are Private states and in the second groups is verb of perceptions (Quirk, 1985:200-201). To have a clear explanation, let see the discussion below:

a. Private State

Private states denote states. That is subjective. They also are divided into: Intellectual state and state of emotion of attitude. Quirk says that these verbs reveal their stative character by their incompatibility with the progressive (Quirk, 1985:203). To have a clear explanation as possible as follows:

(i) Intellectual States or State of Mind

Intellectual state is seen from private state. It relates to the ideas and ways of thinking, relating to understanding. Intellectual states are relating to the ideas and ways of thinking, relating to the understanding. But it can be seen as dynamically, when they are marked with the progressive (ing) form V-ing, makes little difference in meaning from a state verb to activity or process, especially when followed by nominal close as object (Quirk, 1985:203). Let see the examples below:

1. I *understand* that the offer has been accepted (Quirk, 1985:203).
2. Merry *knows* the way to Sun Jose (Saeed, 1997:107).
3. I am *understanding* that the offer has been accepted (Quirk, 1985:203).

In the example (1) above the verb (*understand*) is related to intellectual or state of mind of (*understanding*). So, the verb (*understand*) in the example (1) above is categorized as intellectual state or state of mind.

In example (2) above the verb (*knows*) is related to intellectual or state of mind (*knowing*). So, the verb (*knows*) in the example (2) above is categorized as intellectual state or state of mind.

The verb (*understanding*) in example (3) above is marked by the progressive. Since the verb marked with the progressive, the verb (*understanding*) shows a little duration in meaning. So, the verb (*understanding*) in example (3) above is seen as dynamic sense, compared with present aspect.

(ii) State of Emotion or Attitude

States of emotions or attitude are considered of feelings. It is behaviors by people when confronted to certain social circumstances. But it can be seen as dynamically, when they are marked with the progressive (ing) form V-ing, it makes little difference in meaning from a state verb to activity or process. The verbs are indicated by the state of emotion or attitude, especially when followed by object complementation. Let see some examples below:

1. She *likes* to entertain the student (Quirk, 1972:203).
2. Jenny *loves* to ski (Saeed, 1997:108).
3. She is *liking* to entertain the students (Quirk, 1972:203).

In example (1) above the verb (*likes*) is considered of feeling and the verb (*likes*) is behaviors by people when confronted to certain social circumstances. So, the verb (*likes*) in the sentence above is categorized as stated emotion or attitude.

In the example (2) above, the verb (*loves*) is also considered of feelings and the verb (*loves*) is behaviors by people when confronted to certain social circumstances. So, the verb (*loves*) in example (2) above is categorized as state emotion or attitude.

The verb (*liking*) in example (3) above is marked by the progressive. Since the verb marked with the progressive, the verb (*liking*) above shows a little duration in meaning. So, the verb (*liking*) in example (3) above is seen as dynamic sense, compared with present aspect.

b. Verb of Perception

Verbs of perception are related to the senses. The verbs are used in the present or the base form or the past. But it can be seen as dynamically, when they are marked with the progressive (ing) form V-ing, it makes little difference in meaning from a state verb to activity or process.

Quirk says that in the verb of perception, stative meaning can be expressed in two ways: We can either place the perceiver in subject position or we can place the percept (or thing perceived) in the subject position and he says that to express stative verb of verb of perceptions, we can use the modal *can/could* are followed by the verb of perception (Quirk, 1985:203). Let see the examples below:

1. I can *see* the house (Quirk, 1985:203).
2. The house *looks* empty (Quirk, 1985:203).
3. I am *hearing* a new record (Quirk, 1985:204).

In example (1) above, the verb *see* is related to the sense that is used in the present or the base form. In example (1) above, the verb *see* is verb of perception which is expressed by modal (*can*). In example (1) above, stative meaning is expressed by placing the perceiver (*I*) in the subject position.

The verb *looks*, in the example (2) above is also related to the sense that is used in simple or the base form. In example (2) above, stative meaning is expressed by placing the perceived or thing perceived (*the house*) in the subject position.

In the example (3) the verb *hearing* is related to the sense that is marked with the progressive form or V-ing (*hearing*) making a little different in meaning from a state verb (*hear*) to activity (*hearing*) so the verb *hearing* in example above is seen as dynamic meaning. In example (3) above, dynamic meaning is expressed by placing the perceiver (*I*) in the subject position.

Routledge states that a group of stative verb with verb of perception expresses various aspects and he says that stative verb with verb of perception that involves doing something. Let see the examples below:

1. He *felt* a sharp pain in the shoulder (Routledge, 1986:203).
2. I *heard* the bell ring (Quirk, 1985:204).

In example (1) and (2) the same verb *felt* and *heard* is a group of stative verb of perception which involves doing something.

In example (1) and (2) above, the verbs *felt* and *heard* express past aspect.

2.3.2 Dynamic Verb

I have already discussed about stative verb and their types and now, I would like to discuss about dynamic verb which has the aspectual contrasts with stative verb. Dynamic verb is a verb used primarily to indicate an action, process, or event as opposed to a stative verb. But when they are used in the progressive, generally in the progressive is denoted the process or action only in a little duration.

According to Quirk, dynamic verb is the verb allows the progressive or will admit the progressive and has the change of meaning. He also says that dynamic verb have several classification, such as: activity verb, process verb, event verb, and the other momentary verb (Quirk, 1973:46-47). The classification above will be explained one by one as follows:

A. Active/Action verb

Activity verb are used to describe the action. But when they are used in the progressive, they denote the action only in a little duration.

According to Quirk, activity verbs are typically expressed by intransitive verb with animate subject and they also occur with some (normally non count) direct object (Quirk, 1985:207). Let see the examples below:

1. Mary *Painted* my portrait (Saeed, 1997:112).
2. I was *writing* poetry with a special pen (Quirk, 1973:42).

In example (1) above, the verb (*painted*) is typically expressed by intransitive verb that is used to describe the action that is an intransitive verb with animate subject (*Mary*) and occurs with non count direct object (*portrait*). So, the verb *painted* above is categorized as activity verb.

In example (2), the verb *writing* is used in the progressive that is a verb used to denote the action only in a little duration. In example above activity verb (*writing*) is typically expressed by intransitive verb with animate the subject (*Mary*) and occurs with non count direct object (*special pen*).

According to Routledge, activity verb is occurred throughout of period of time. Let see some examples below:

1. Luzy *wrote* a letters in an hour (Routledge, 1986:208)
2. Mary *learned* to drive a sports cars (Saeed, 1997:108)

In example (1) above, the verb (*wrote*) is occurred throughout of period of time. So, the verb (*wrote*) above is categorized as activity verb.

In example (2) above, the verb (*learned*) is also occurred throughout of period of time. So, the verb (*learned*) is categorized as activity verb.

B. Process Verb

Process verb describe the change, even the change potion. But they are used in the progressive; they denote the process only in a little duration. According to Quirk, process verbs are state of affairs which involve the change and take place over time, example a change in location (Quirk, 1972:95). Let see some examples below:

1. My hair *turned* grey (Saeed, 1997:110).
2. The boys were *swimming* across the estuary (Quirk, 1985:208).

In example (1), the verb *turned* is used to describe the change. In example (1) above, the verb *turned* is a state of affairs which involves the change and takes place over time. So, the verb *turned* above is categorized as process verb.

In example (2), the verb *swimming* is process verb. In example (2) above, the verb (*swimming*) is occurred in the progressive denotes the process only in a little duration. In example (2) above, the verb (*swimming*) is state of affairs which involves the change and not takes place over time.

John I Saeed says that process verb views the internal structure as a dynamic situation. In order that clearer, let see the examples are shown below:

1. He *walks* to the shop (Saeed, 1997:110).
2. The ice *melted* (Saeed, 1997:110).

In example (1) above, the verb (*walks*) is viewed the internal structure of *walks*. So, the verb (*walks*) in example (1) above is called process verb.

In example (2), the verb (*melted*) is also viewed the internal structure of (*melted*). So, the verb (*melted*) in example (2) above is also categorized as process verb.

C. Event Verb

Event verb usually occurs in the past. But when they are used in the progressive form shows the limited duration of an event and the past progressive also suggests that the event in the past was not entirely finished.

According to Quirk event verb refers to event and happening that began and ends at a definite time (Quirk, 1972:95). Let see the examples below:

1. The mine *blew* up (Saeed, 1997:110).
2. George was *leaving* (Routledge, 1986:208).

In example (1) above, the verb (*blew*) is occurred in the past that is a verb refers to event which is happened that began and end at a definite time. So, the verb (*blew*) above is categorized as event verb.

In example (2) above, the verb (*leaving*) is event verb. In example (2) above, the verb (*leaving*) is occurred in the past progressive form that is a verb showing limited duration of an event which is happened that began and not entirely finished in a definite time.

According to Routledge, event verb is the verb which is changed the meaning from one status to another status (Routledge, 1986:199) for examples:

1. Gregory *arrived* here (Routledge, 1986:200).
2. I *recovered* from my headache (Routledge, 1986:200).

In example (1) the verb (*arrived*) is change the meaning from one status to another status. So, the verb (*arrived*) is called event verb.

In example (2) above the verb (*recovered*) is changed the meaning from one status to another status. So, the verb (*recovered*) above is called event verb.

D. Momentary Verb

Momentary verbs are used with the present aspect or the past, they denote one single movement. But when they are used in the progressive aspect, they denote a series of events. The progressive forms of a verb indicate that something is happening, they denote a little duration. Momentary verb can have little duration and thus the progressive aspect powerfully suggest repetition (Quirk, 1972:96). Let see the examples below:

1. Moore *passes* the Chariton (Quirk, 1985:42).
2. John was *nodding* his head (Quirk, 1985:208).

In example (1), the verb *passes* is used in the present aspect that is a verb denotes one single movement of event (*passes*) having a little duration thus the progressive aspect powerfully suggests repetition. So, it is categorized as momentary verb.

In example (2) above, the verb (*nodding*) is momentary verb that is used in the progressive aspect which is denoted a series of event (*jumping*) indicates something is happening in a little duration. In example (2) above the progressive aspect (*nodding*) is not powerfully suggests repetition.

2.4 Aspect

Most sources refer as much to the progressive as to the progressive aspect rather than progressive tense. To understand why, the aspect has to be discussed. There are different ways to perceive aspect in the English language, but mostly: aspect refers to the manner in which the verb action is regarded or experienced. The choice of aspect is a comment or a particular view of the action. English has two sets of aspectual contrasts: “perfective/non-perfective and progressive/non-progressive” (Quirk, 1972:90).

Quirk in his aspect in the English verb (1972) adds that aspect is usually connected to the verb. The aspect in English can be indicated by many different factors, such as: complementation of the verb, tenses, and aspectual forms like perfective and progressive. The aspects can be distinguished into simple aspect, past aspect and progressive aspects. Each of them can be explain bellow:

A. Present Aspect

Present aspect can be distinguished into timeless, expressed in the present and limited timeless, expressed in the present progressive (Quirk, 1973:41). Let see the examples below:

1. I *write* with a special pen (when I sign my name) (Quirk, 1973:41).
2. Tom is *chasing* Jerry (Saeed, 1997:208).

In example (1) above, the verb (*write*) is a verb that is expressed in the sentence. So, the verb (*write*) above is categorized as timeless.

The verb (*chasing*) in example (2) above is the verb that is expressed in the present progressive. So, the verb (*chasing*) above is categorized as a verb having limited timeless.

B. Past Aspect

An action in the past aspect maybe seen as having taken place at a particular point of time or over a period, let see the example below:

1. I *wrote* my letter of 16 June 1972 with a special pen (Quirk, 1973:42) .
2. Rory *painted* a seascape (Saeed, 1997:124).

In example (1) above, the verb (*wrote*) is an action in the past aspect. The verb (*wrote*) above is seen as having taken place at a particular point of time. So, the verb (*wrote*) above is categorized as an action in the past aspect.

In example (2) above, the verb (*painted*) is an action in the past. The verb (*painted*) above is seen as having taken place at a particular of time. So, the verb (*painted*) above is also categorized as an action in the past aspect.

C. Progressive Aspect

The progressive is one of the things that mark aspect in the English language. It allows the speaker to stress certain part of an even or stress its repetition or duration. The progressive aspect is formed of a verb by preceding the verb with *be* and following it with the suffix-ing, so that *be* leaving. For example is the progressive form of leave (Person, 1989:213). Quirk recognized four types

of progressive: present progressive, past progressive, present perfect progressive, and past perfect progressive and he completely omit future progressive. The progressive aspect (also sometimes called the durative or continuous aspects) indicates a happening in progress at a given time. When the progressive is used with the present or past progressive specify a little duration. Let see the examples below:

1. We are *watching* television (Routledge, 1986:222).
2. Joan was *singing* well (Quirk, 1972:197).

In the sentence (1), the progressive verb (*watching*) above is formed of verb (*watch*) by preceding it with *be (are)* and following it with the suffix-ing, so that *be (are)-watching* is the present progressive aspect. In example (1) above the present progressive aspect (*is watching*) indicates a happening in progress at a given time which is specified a limited duration.

In example (2), the progressive verb (*singing*) above is formed of verb (*sings*) by preceding it with *be (was)* and following it with the suffix-ing, so that *be (was)-singing* is the past progressive aspect. In example (2) above the past progressive aspect (*singing*) indicates a happening in progress at a given time which is specified a limited duration.

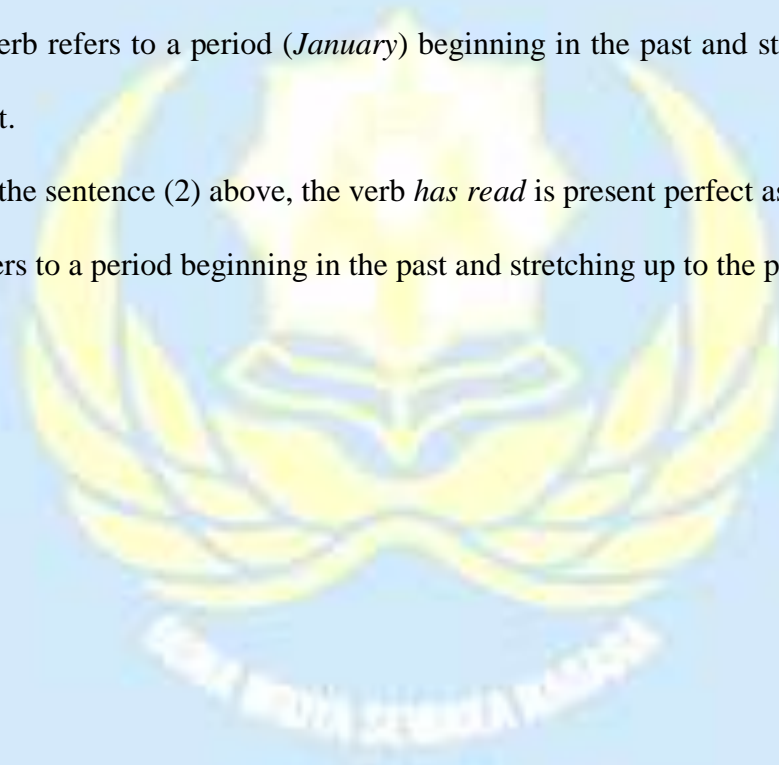
D. Present Perfect Aspect

Present perfect aspect refers to a period beginning in the past and stretching up to the present. Let see the examples below:

1. I have *worked* since last January (Quirk, 1973:44).
2. She has *read* the Irish Time (Saeed, 1997:126).

The verb *have worked* in the sentence (1) above is present perfect aspect that is a verb refers to a period (*January*) beginning in the past and stretching up the present.

In the sentence (2) above, the verb *has read* is present perfect aspect that is a verb refers to a period beginning in the past and stretching up to the present.



CHAPTER III

VERB CATEGORIES IN DAHL'S CHOCOLATE FACTORY

This chapter will deal with the analysis of *Verb Categories in Dahl's Chocolate Factory*. It is interesting to make a discussion of verb (*verb categories*) with each function and its examples found in novel *Charlie and the Chocolate Factory*. In accordance with the problem in the previous chapter, there are some points should be done in analyzing the data.

First, it will be resolved into its main component by applying the basic theory, in order to give a good understanding of the analysis. Second, I will present the context where verb categories take place to show the function of verb. Third, the functions of verb as one component will be analyzed and presented descriptively.

Verb is a word or phrase indicating what subject does, or what state subject is in. Verb can be classified base or different ways they can be classified base on the function, of item in the verb phrase the type of subject and complement needed by the verb.

Examples:

1. He works in a toothpaste factory five times a week, where he sat all day long at a bench and screwed the little caps onto the tops of the tubes of toothpaste after the tubes had been filled. (*Charlie and the Chocolate Factory*, 1996:13).

2. He was thrashing his arms and legs violently, like a drowning swimmer, but getting nowhere. (Charlie and the Chocolate Factory, 1996:188).
3. Suddenly everyone began practicing this business of flying about, and the whole Elevator was filled with the blowings and snorting of the passengers (Charlie and the Chocolate Factory, 1996:188).
4. Grandpa George and Grandma Josephine were doing the same (Charlie and the Chocolate Factory, 1996:188).
5. Keep still everybody, we can get on with the docking (Charlie and the Chocolate Factory, 1996:189).

From the example (1) above, the verb is work but the subject is third singular person (*he*) then the verb added (*s*) and the verb becomes works. Works is categorized simple present tense in the sentence, because the adverbial is *five times a week (adverb of time)* and the object is *a tootpaste factory (noun)*.

While the example number (2) above, it can be explained that was thrashing is the verb, *he* is the subject (*third singular person*), *his arms* is the object (*possessive*). Was thrashing is categorized past continuous tense because in the sentence used to be past (*was*) and the word *thrash* need *ing* to becomes *thrashing* to complete the meaning in the sentence.

Base on the example number (3) above, the verb is began. The subject is *everyone* and *practicing this business* as it complement. So the verb began in the sentence can be categorized as simple past tense because the verb began comes from begin (*present*).

We can see from the example (4) above, were doing is the verb, *Grandpa George and Grandma Josephine* is the subject, and *the same* is the object (*adjective phrase*). So were doing is categorized past continuous tense because in the sentence used to be past (were) and the word *do* need *ing* to complete the meaning in the sentence.

And the example number (5) above, the verb is can get but the main verb is get. *Can* only as auxiliary verb in the sentence. The subject is *we*, and *on with the docking* is its complement (*preposition phrase*). So the verb can get in the sentence is categorized simple present tense because there is auxiliary verb (*can*) and the main verb get (*present*).

The verb is the word that plays the most important part. It is primarily the “action” word in a sentence the term action embracing not only the meaning “doing an action” but also having an action done to a person or thing this conception is expressed more or less in the traditional definition of verb.

Verb is a word for saying something about some person or thing (Quirk, 1985:96).

Examples:

1. She left yesterday when someone came to the factory (Charlie and the Chocolate Factory, 1996:96).
2. He said something last week at the chocolate factory (Charlie and the Chocolate Factory, 1996:20).

3. I'll tell you something else that's true, said Grandpa Joe and now he leaned closer to Charlie, and lowered his voice to a soft, secret whisper (Charlie and the Chocolate Factory, 1996:21).
4. Little Charlie looked slowly around at each of the four old faces, one after the other, and they all looked back at him (Charlie and the Chocolate Factory, 1996:22).
5. She calls him every day to help her new job (Charlie and the Chocolate Factory, 1996:98).

Based on the example (1) above, the verb is left. Left is expressing about the condition of subject *she* (*third singular person*) in the past because the adverbial is *yesterday* (*adverb of time*).

And then we can see in example (2) above, the verb is said. The subject is *he* (*third singular person*) and the adverbial is *last week* (*adverb of time*). The verb said in the sentence is expressing action or someone doing activity in the past.

From the example (3) above, it can be explained that the verb is tell. The verb tell is expressing the action from subject *I* or someone doing activity refers to the object *you* while in the sentence.

We can see in example (4) above, the verb is looked. *Little Charlie* as the subject and *slowly around* as the complement in the sentence. Verb looked is expressing action or someone doing activity in the past.

And based on example (5) above, we can find the verb is calls that express action or someone doing activity while in the sentence because the adverbial is *every day/daily activity (adverb of time)*.

3.1 Categories of Verb

Verb can be classified based on different ways. It also can be classified based on the function of item in the verb phrase. The types of object and complement needed by the verb, and the aspect progressive or non progressive admitted by the verbs.

Types of verb are determined by its relation with object and complement in which divided into five categories: Intensive verb, Intransitive verb, Monotransitive verb, Ditransitive verb, Complex transitive verb.

3.1.1 Intensive Verb

Intensive verb states the intensive relation between subject and complement intensive complement needs subject complement with a corefential between subject and subject complement and also needs adverbial.

Examples:

1. The man is a manager of a chocolate factory now (Charlie and the Chocolate Factory, 1996:20).
2. He was home from the toothpaste factory, and he was waving an evening newspaper rather excitedly (Charlie and the Chocolate Factory, 1996:26).
3. He is a magician (Charlie and the Chocolate Factory, 1996:28).

4. The machine had a mechanical arm that shot out with tremendous force and grabbed hold of anything that had the slightest bit of gold inside it, and for a moment, it looked like the answer to everything (Charlie and the Chocolate Factory, 1996:31).
5. Joe is only a boy who has good attitude (Charlie and the Chocolate Factory, 1996:82).

Based on the example (1) above, the verb is is (*auxiliary verb*). In example (1) above, is categorized as intensive verb because need *the man* as the subject also need subject complement (*a chocolate factory*), and other element such as adverbial (*now*).

From the example (2) above, we can see the verb is was (*auxiliary verb*). The verb was is categorized as intensive verb because it need subject *he* (*third singular person*), and other element such as adverbial (*the toothpaste factory*).

Then based on example (3), it can be seen the verb is is (*auxiliary verb*). In example above, is can be categorized into intensive verb because in the sentence need subject *he* (*third singular person*), it also need *a magician* as it subject complement, and other element such as adverbial.

Based on example (4) above, we can see the verb is had (*auxiliary verb*). The verb had is can be categorized into intensive verb, because need *the machine* as the subject also need *a mechanical arms* as it subject complement, and other element is adverbial.

And we can see from the example (5) above, the verb is is (*auxiliary verb*). In example above, is can be categorized into intensive verb because it need subject (*joe*) it also need subject complement (*a boy*), and other element such as adverbial.

3.2 Extensive Verb

In the previous chapter, it has been explained intensive verb, now I would like to explain about extensive verb. Extensive verbs are used to say what the subject is doing. They do not have a subject complement. Extensive verb has not subject complement. It takes information away from the subject. And apply the verb, not to the subject.

3.2.1 Intransitive Verb

Intransitive verb is a verb which needs not an object and complement but it needs an adverbial. Transitive verbs are divided into monotransitive and ditransitive verbs which mono transitive verb is a verb which needs an object, the object is direct object while ditransitive verb is a verb which needs two objects; they are indirect object and direct object.

Examples:

1. It rained steady all day at the toothpaste factory (Charlie and the Chocolate Factory, 1996:30).

2. In far-off Russia, a woman called Charlotte Ruse claimed to have found the second ticket, but it turned out to be clever fake (Charlie and the Chocolate Factory, 1996:31).
3. The machine had a mechanical arm that shot out with tremendous force and grabbed hold of anything that had the slightest bit of gold inside it, and for a moment it looked like the answer to be everything (Charlie and the Chocolate Factory, 1996:31).
4. “Wonka’s whipple-scrumptious fudgemallow delight” It said on the wrapper (Charlie and the Chocolate Factory, 1996:34).
5. It began very suddenly one morning just as Charlie Bucket was getting dressed for school (Charlie and the Chocolate Factory, 1996:45).

Base on the example (1) above, the verb is rained. It is categorized into intransitive verb because it needs not an object and complement but it needs an adverbial *all day (adverb of time)* or the verb rained does not any object or complement but it needs adverbial to complete the meaning.

From the example (2) above, it can be seen that the verb is turned. It is categorized into intransitive verb because there is no an object or complement but the verb turned need *be clever fake (adjective phrase)* to complete the meaning in the sentence.

And then we can see the example (3) above, the verb is looked. It is categorized into intransitive verb because it needs not an object and complement

or the verb looked does not any object or complement but it needs subject and adverbial.

While the example number (4) above, the verb is said. It is categorized into intransitive verb because it needs the subject and *on the wrapper* as its adverbial (*adverb of place*) to complete the verb said.

And base on the example (5) above, we can see that the verb is began. It is categorized into intransitive verb because it needs not an object and complement or the verb began does not any object or complement but it need adverbial.

3.2.1.1 Monotransitive Verb

Monotransitive verb is a verb that needs only one object in the sentence.

Examples:

1. The boy caught the ball when Charlie playing foot ball with his friends (Charlie and the Chocolate Factory, 1996:36).
2. I found some money in the street and I bought two candy bars (...) (Charlie and the Chocolate Factory, 1996:55).
3. He took several deep breaths (Charlie and the Chocolate Factory, 1996:58).
4. Mrs. Bucket smiled at the old man, and then she turned to her husband (...) (Charlie and the Chocolate Factory, 1996:60).
5. I know you will! Your father? How are you, Mr. Salt? (...) (Charlie and the Chocolate Factory, 1996:67).

From the example (1) above, we can see that the verb is caught. The verb caught in example (1) is categorized into monotransitive verb because the verb needs only one object in the sentence, it is *the ball*.

While the example number (2) above, the verb is found. The verb found is categorized into monotransitive verb because the verb needs only one object in the sentence, it is *some money*.

Based on the example (3) above, it can be seen that the verb is took. Verb took need an object (*deep breaths*), so the example (3) is categorized into monotransitive verb because the verb needs only one object in the sentence.

Then the example number (4) above, we can see the verb is smiled. Verb smiled in example (4) above, is categorized into monotransitive verb because the verb needs only one object (*the old man*) in the sentence.

And based on the example (5) above, it can be seen that the verb is know. Verb know in example (5) is categorized into monotransitive verb because the verb needs only one object in the sentence, it is *you*.

3.2.1.2 Ditransitive Verb

Ditransitive verb is a verb that needs two objects namely direct object and indirect object.

Examples:

1. He gave the girl a doll at Charlie's house (Charlie and the Chocolate Factory, 1996:43).
2. He bought the girl a white hat (Charlie and the Chocolate Factory, 1996:44).

3. When I went out there, I found the little an Oompa-Loompa living in tree houses (Charlie and the Chocolate Factory 1, 1996:77).
4. Charlie put the mug to his lips, and as the rich warm creamy chocolate ran down his throat into his empty tummy (...) (Charlie and the Chocolate Factory, 1996:92).
5. I tried it on an Oompa-Loompa yesterday in the Testing Room (...) (Charlie and the Chocolate Factory, 1996:98).

Based on the example (1) above, we can see that the verb is gave. Verb gave is categorized into ditransitive verb because the verb gave in sentence (1) needs *a doll* as direct object and indirect object is *the girl*.

While the example number (2) above, the verb is bought. Verb bought in example above, is categorized into ditransitive verb because the verb bought needs *a white hat* as direct object and indirect object is *the girl*.

And then based on the example (3), it can be seen that the verb is found. Verb found is categorized into ditransitive verb because the verb in sentence (3) needs *Oompa-loompa* as direct object and indirect object is *the little*.

From the example (4) above, we can see the verb is put. Put is categorized into ditransitive verb because the verb put in sentence (4) needs *to his lips* as direct object and indirect object is *the mug*.

And from the example (5) above, the verb is tried. Verb tried is categorized into ditransitive verb because the verb in example (5) needs *an Oompa-Loompa* as direct object and indirect object is *it*.

3.2.1.3 Complex Transitive Verb

Complex transitive verb is a verb, beside need an object; it also need object complement and other element such as adverbial.

Examples:

1. Charlie make him the referee every month in football contest (Charlie and the Chocolate Factory, 1996:36).
2. She made him a good husband forever (Charlie and the Chocolate Factory, 1996:51).
3. But I'll get it right one day, you wait and see (Charlie and the Chocolate Factory, 1996:105).
4. He took a key from his pocket yesterday and unlocked the door, and flung it open (...) (Charlie and the Chocolate Factory, 1996:115).
5. Nobody except squirrels can get walnuts whole out of walnut shells every time (Charlie and the Chocolate Factory, 1996:118).

Based on the example (1) above, the verb is make. Verb make is categorized into complex transitive verb because verb make in sentence (1) need *him* as object, *the referee* is the object complement and *every month* is an adverbial (*adverb of time*) in the sentence.

While the example number (2) above, can be seen that the verb is made. Verb made is categorized into complex transitive verb because verb made in

example (2) need *him* as object, *a good husband* is the object complement which has function to complete the meaning of the verb and *forever* is the adverbial.

From the example (3) above, we can see that the verb is get. Verb get is categorized into complex transitive verb because the verb in example (3) needs *it* as object, and *right one day* is the object complement.

Then based on the example (4) above, the verb is took. Verb took is categorized into complex transitive verb because the verb in sentence (4) need *a key* as object, *from his pocket* is the object complement and *yesterday* is an adverbial (*adverb of time*) in the sentence.

And from the example (5) the verb is get. Get is a verb that categorized into complex transitive verb because verb in example (5) needs *walnuts* as object, *whole out of walnut shells* is the object complement and *every time* is an adverbial (*adverb of time*).

There are different types of verb corresponding closely to the different types of object and complement. Sentences such as which have subject complements, have intensive verbs and all other sentences have extensive verbs.

3.3 The Verb and Its Complementation

This chapter will deal with units which complement the verb and which are, in general, obligatory in clause structure and also the possibilities for ellipsis discussed in. We have earlier distinguished between different categories of verbs with respect to their potentialities for complementation. We shall here discuss

these categories in greater detail, concentrating in turn on intransitive verbs, intensive verbs, and transitive verbs. But before we do so, we shall consider cases where the main verb and one or more particles seem to combine as a multi word verb.

3.3.1 Intransitive Phrasal Verbs

One common type of multi word verb is the intransitive phrasal verb which is consisting of a verb plus a particle.

Examples:

1. The children were sitting down when Charlie came (Charlie and the Chocolate Factory, 1996:48).
2. On the table, there were mounds and mounds of walnuts and the squirrels were all working away like mad, shelling the walnuts at a tremendous speed (Charlie and the Chocolate Factory, 1996:118).
3. I am going away to grab me a squirrel this very minute (Charlie and the Chocolate Factory, 1996:119).
4. By golly, she is going down the chute (Charlie and the Chocolate Factory, 1996:121).
5. The elevator was shooting up and up and up on a steep slanty course as if it were climbing a very steep hill (Charlie and the Chocolate Factory, 1996:130).

Based on the example (1) above, the verb is sitting. Verb sitting is categorized into intransitive phrasal verb because the verb needs *down* as it

particle to complete the meaning in the sentence or intransitive phrasal verb is consisting of a verb plus a particle (*down*).

From the example number (2) above, we can see that the verb is working. Verb working needs *away* as its particle in the sentence, so working away is categorized into intransitive phrasal verb.

While the example number (3) above, it can be seen that the verb is going. Verb going needs *away* as its particle, so going away is categorized into intransitive phrasal verb.

Then based on the example (4) above, the verb is going. Going in example (4) is categorized into intransitive phrasal verb because the verb needs *down* as its particle, so the verb can be going down in the sentence.

And based on the example (5) above, the verb is shooting. Verb shooting needs *up* as its particle in the sentence, so shooting up can be categorized into intransitive phrasal verb.

A subtype of intransitive phrasal verb has a prepositional adverb as its particle, the particle behaving a preposition with some generalized ellipsis of its complement.

3.3.2 Transitive Phrasal Verbs

Many phrasal verbs can take a direct object, or verb followed by particle and need a direct object.

Examples:

1. Charlie said; drink up your milk quickly! (Charlie and the Chocolate Factory, 1996:48).
2. They gave in their resignation (Charlie and the Chocolate Factory, 1996:50).
3. The Teavee family, together with Charlie and Grandpa Joe, stepped out of the elevator into a room so dazzlingly bright and dazzlingly white that they screwed up their eyes in pain and stopped walking (Charlie and the Chocolate Factory, 1996:132).
4. They were wearing bright-red space suits, complete with helmets and goggles at least they looked like space suits and they were working in complete silence (Charlie and the Chocolate Factory, 1996:133).
5. At the other end of the room, about fifty paces away from the camera, a single Oompa-Loompa (also wearing a space suit) was sitting at a black table gazing at the screen of a very large television set. (Charlie and the Chocolate Factory, 1996:133).

From the example (1) above, the phrasal verb is drink up. Phrasal verb drink up is categorized into transitive phrasal verb because the phrasal verb need *your milk* as it direct object or transitive phrasal verb is consisting of a verb (*drink*) plus a particle (*up*) and need direct object.

Based on the example number (2) above, it can be seen that the phrasal verb is gave in. Gave in consist of verb (*gave*) and preposition (*in*) it also needs *their resignation* as it direct object, so phrasal verb gave in can be categorized into transitive phrasal verb.

Then Based on the example (3) above, the phrasal verb is screwed up. Phrasal verb screwed up is categorized into transitive phrasal verb because the phrasal verb screwed up need *their eyes* as it direct object or transitive phrasal verb is consisting of a verb (*screwed*) plus a particle (*up*) and need direct object.

Based on the example (4) above, we can see the phrasal verb is working in. Working in consist of verb (*working*) and preposition (*in*) it also need *complete silence* as it direct object, so phrasal verb working in is categorized into transitive phrasal verb.

And from the example number (5) above, the phrasal verb is sitting at. Phrasal verb sitting at is categorized into transitive phrasal verb because the phrasal verb needs *a black table* as it direct object or transitive phrasal verb can be consisting of a verb plus a particle and need direct object.

As we see from the examples above and in some combinations (*dink up*, *give in*) can be either transitive or intransitive, with or without a difference of meaning, with most transitive phrasal verbs the particle can either precede or follow the direct object.

3.3.3 Prepositional Verbs

The preposition in a prepositional verb must precede its complement, therefore we can contrast the prepositional verb call on (*visit*) with the phrasal verb call up (*summon*). On the other hand, the prepositional verb allows an inserted adverb after the verb and a relative pronoun after the preposition.

Examples:

1. They called on the man *They called the man on (Charlie and the Chocolate Factory, 1996:48).
2. They called on him *They called him on (Charlie and the Chocolate Factory, 1996:49).
3. (...) And presto! The photograph appears on the screen *The photograph appears the screen on (Roald Dahl, 1996:134).
4. I shouted, if these people can break up a photograph into millions of pieces (...) *These people can break a photograph up (Charlie and the Chocolate Factory, 1996:135).
5. Six Oompa-Loompas marched forward carrying on their shoulders *Six Oompa-Loompas marched forward carrying their shoulders on (Charlie and the Chocolate Factory, 1996:135).

Based on the example (1) above, we can find that the preposition verb is called on. The preposition verb consists of verb (*called*) and preposition (*on*). Called on is categorized into prepositional verb because the preposition verb called on in sentence (1) precedes its complement, and needs a relative pronoun (*the man*), after the preposition.

From the example (2) above, the preposition verb is also called on. Preposition verb called on in example (2) needs a relative pronoun (*him*) after the preposition and precedes its complement, so called on above is categorized into prepositional verb.

Then based on the example (3) above, it can be seen that the preposition verb is appears on. Preposition verb appears on is categorized into prepositional verb because the preposition verb in sentence (3) precedes its complement, and needs *the screen* as its relative pronoun after the preposition.

While the example number (4) above, the preposition verb is break up. Preposition verb break up above can be categorized into prepositional verb because the preposition verb break up precedes its complement (*a photograph*), or needs a relative pronoun after the preposition.

And based on the example (5) above, we can see the preposition verb is carrying on. Carrying on in example above is categorized into prepositional verb because the preposition verb precedes its complement (*their shoulder*), or needs a relative pronoun after the preposition.

On the other hand, the prepositional verb allows an inserted adverb after the verb and a relative pronoun after the preposition.

Examples:

1. They called early on the man *They called early up the man (Charlie and the Chocolate Factory, 1996:48).
2. The man on whom they called *The man up whom they called (Charlie and the Chocolate Factory, 1996:49).
3. Even with ordinary television, when you photograph a big man, he never comes out on your screen (...) *He never comes out up your screen (Charlie and the Chocolate Factory, 1996:136).

4. Charlie put out his hand and touched the screen, and suddenly, miraculously, the bar of chocolate came away in his fingers *The bar of chocolate came away on his fingers (Charlie and the Chocolate Factory, 1996:137).
5. Mr. Wonka stared tensely at your screen *Mr. Wonka stared tensely on the screen (Charlie and the Chocolate Factory, 1996:139).

From the example (1) above, we can see the verb is called and the preposition is on. Verb called in example (1) above is categorized into prepositional verb because the preposition verb called on precedes its complement, and allows an inserted adverb (*early*) after the verb and a relative pronoun (*the man*) after the preposition.

Based on the example number (2) above, the verb is also called and the preposition is on. Verb called is categorized into prepositional verb because the preposition verb called on in sentence (2) precedes its complement, and allows an inserted adverb after the verb and need a relative pronoun (*they*) after the preposition.

While the example number (3) above, we can find that the verb is come and the preposition is also on. Verb come can be categorized into prepositional verb because the preposition verb come on in sentence (3) precedes its complement, and allows an inserted adverb (*out*) after the verb and a relative pronoun (*your screen*) after the preposition.

Then from the example (4) above, it can be seen that the verb is came and in as the preposition. Verb came in example (4) is categorized into prepositional verb because the preposition verb came in precedes its complement, and allows an

inserted adverb (*away*) after the verb and a relative pronoun (*his fingers*) after the preposition.

And based on the example (5) above, the verb is stared and the preposition is at. Verb stared is categorized into prepositional verb because the preposition verb stared at in sentence (5) precedes its complement, and allows an inserted adverb (*tensely*) after the verb and a relative pronoun (*your screen*) after the preposition.

Many prepositional verbs allow the noun phrases to become a subject of a passive transformation of the sentence.

Examples:

1. They called on the man by Charlie phone *The man was called on (Charlie and the Chocolate Factory, 1996:49).
2. They looked at the picture *The picture was looked at (Charlie and the Chocolate Factory, 1996:130).
3. Faintly at first, but becoming clearer and clearer every second, the picture of Mike Teavee appeared on the screen *The screen was appeared on (Charlie and the Chocolate Factory, 1996:141).
4. Teavee, peering at the little speck of a boy who was now running to (...) *The little speck was peering at (Charlie and the Chocolate Factory, 1996:142).
5. Little Charlie looked at Grandpa Joe, and Grandpa Joe looked back at little Charlie * Little Charlie was looked at (Charlie and the Chocolate Factory, 1996:150).

Based on the example (1) above, we can find the verb is called and the preposition is on. Called in example (1) is categorized into prepositional verb, because the prepositional verb called on allow the noun phrases (*the man*) to become a subject of a passive transformation of the sentence.

From the example number (2) above, we can see the verb is looked and the preposition is at. Verb looked in example (2) can be categorized into prepositional verb, because the prepositional verbs looked at allow the noun phrases (*the picture*) to become a subject of a passive transformation of the sentence.

Then from the example number (3) above, it can be seen that the verb is appeared and the preposition is on. Verb appeared above is categorized into prepositional verb, because the prepositional verbs appeared on is also allow the noun phrases (*the screen*) to become a subject of a passive transformation of the sentence.

While the example number (4) above, we can see the verb is peering and the preposition is at. Peering in example (4) can be categorized into prepositional verb, because the prepositional verb peering at is allowing the noun phrases (*the little speck*) to become a subject of a passive transformation of the sentence.

And based on the example (5) above, the verb is looked and the preposition is at. Verb looked is categorized into prepositional verb, because in example (5) the prepositional verb looked at is also allow the noun phrases (*Little Charlie*) to becomes a subject of a passive transformation of the sentence.

A sentence like *He looked at the girl* can be given two analyses. In one, there is an intransitive verb (*looked*) followed by a prepositional phrase (*at the*

girl) functioning as adverbial. In the other analysis, implied in the previous section, the prepositional verb *looked at* is a transitive verb and *the girl* is direct object.

3.3.4 Phrasal Prepositional Verbs

Some multi word verbs consist of a verb followed by two particles.

He *puts up with* a lot of teasing (tolerates).

As with prepositional verbs, we can analyze these as transitive verbs with the following noun phrase as direct object. They allow pronominal questions and under certain condition can occur in the passive.

Examples:

1. What can't he put up with? (Charlie and the Chocolate Factory, 1996:51).
2. Bad temper can't be put up with for long (Charlie and the Chocolate Factory, 1996:52).
3. The clear glass put up away the table (...) (Charlie and the Chocolate Factory, 1996:155).
4. Then he paused, and he turned around he looked away with a most serious expression on his face (Charlie and the Chocolate Factory, 1996:158).
5. I don't want a grown up away person at all (Charlie and the Chocolate Factory, 1996:159).

From the example (1) above, the verb is put. The particles are up and with. Verb put in example (1) can be categorized into phrasal prepositional verbs, because in example above the verb put is followed by two particles (*up and with*).

Based on the example (2) above, it can be seen that the verb is put. The particles are also up and with. Verb put above is categorized into phrasal prepositional verbs, because in example (2) the verb is followed by two particles (*up and with*) and *for long* is the adverbial (*adverb of time*).

From the example number (3) above, we can find that the verb is also put. The particles are up and away. Verb put in example (3) can be categorized into phrasal prepositional verbs, because the verb is followed by two particles (*up and away*) and *the table* is the object (*noun phrase*).

While the example number (4) above, we can see the verb is looked. The particles are away and with. Verb looked in example (4) is also categorized into phrasal prepositional verbs, because the verb is followed by two particles (*away and with*) and *a most serious expression* is its complement.

And based on the example (5) above, it can be seen that the verb is grown. The particles are up and away. Verb grown above is also categorized into phrasal prepositional verbs, because in example (5) the verb is followed by two particles (*up and away*) and *all person* is the complement.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the analysis about *Verb Categories in Dahl's Chocolate Factory* as in the previous chapter, some conclusions can be made, as follows:

Verb is a word or phrase indicating what subject does, verb can be classified base on different ways they can be classified base on the function, of item in the verb phrase the type of subject and complement needed by the verb. The main verb is the one that or largely determines. Extensive verbs are used to say what the subject is doing. They do not have a subject complement.

Types of verb are determined by it relation with object and complement in which divided into five categories: Intensive verb, Intransitive verb, Monotransitive verb, Ditransitive verb, Complex transitive verb, and based on the component/its complementation of verbs consist of: Intransitive phrasal verbs, Transitive phrasal verbs, prepositional verbs, and Phrasal prepositional verb.

4.2 Suggestion

Talking about verb categories is very wide. On this occasion, I would like to give some suggestions for the readers especially for the students of English Department, Faculty of Letters, Warmadewa University who will get interested in doing the similar research. First, in doing the research about verb categories found in novel, you have to master the theory carefully from the theory books that you use as theoretical basis.

Second, you have to master the subject of the research so that you can make a good research. Moreover, I also hope this paper can add your knowledge about English especially verb categories found in novel chocolate factory by Roald Dahl.

